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ABSTRACT

In this age of educational reforms, the principal must manage change--a task for which few existing principals have been prepared--and create a climate of renewed emphasis on instructional excellence and high student achievement. To face these challenges, and to help replenish the dwindling pool of minority candidates available for entry-level administrative positions, the Minority Administrators Program (MAP) was developed in 1986. The program represents an alliance between the University of South Carolina, the South Carolina Department of Education, and various local school districts. The program is conducted in three phases. Phase 1 entails soliciting applications from interested teachers. Phase 2 involves collecting and evaluating applications. And Phase 3 consists of monthly meetings where the apprentices discuss problems and concerns peculiar to black administrators and participate in professional development activities designed to increase leadership, conflict management, communication, and interviewing skills. Since MAP's development, 36 black educators have served as interns in 16 school districts; of these, 33 are currently serving as principals, assistant principals, or curriculum coordinators. Appended are principal apprenticeship program guidelines and regulations and the Minority Administrators Program summary of participation and placement. The bibliography contains 15 references. (KM)

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A Collaborative Approach to Preparing Minority Administrators

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Presented at the Annual Conference of the Southern Regional Council on Educational Administration, Columbia, South Carolina, November, 1989.

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Preface

This paper was submitted to the Southern Regional Council on Educational Administration because the program it describes fits the criteria as a truly collaborative effort between educational agencies. The Minority Administrators Program, sponsored by the University of South Carolina, the South Carolina Department of Education, and various local school districts, has had a significant impact on the development of the black educators who have been participants and on the availability of quality black candidates for entry level administrative positions.

Although this is not a research paper in the strict sense, it is an attempt to describe the Minority Administrators Program in terms of its collaborative framework. It looks at the definition of collaboration and various collaborative structures, categorizes the Minority Administrators Program in terms of its collaborative structure, and analyzes the program according to the structural criteria. It then goes on to identify future directions for the program that could increase the extent and intensity of the collaboration.

I appreciate the opportunity to make this presentation and discuss South Carolina's Minority Administrators Program.

Introduction

> America's schools need leaders who are bright, competent, humane, sensitive, public-spirited and ethical. They need administrators who not only possess a vision of excellence but can work with education professionals and staff to refine and implement this vision. Schools are struggling to meet the challenge of increasing student achievement, expanding teacher autonomy and responsibility, and involving students, teachers, and parents in school improvement. Administrators must be prepared to work in diverse and creative ways with all their constituencies under novel and often trying circumstances. (University Council for Educational Administration, Fall 1989, p. 10)

The above statement is indicative of the state of current attitudes about school leadership which has found its way into educational reform and is drastically changing the job of the school principal. He/She must now be able to manage change, a task for which few existing principals have been prepared, and to create a climate for renewed emphasis on instructional excellence and high student achievement. This has presented a challenge for states, institutions of higher education, and school districts to develop more effective methods of selecting and preparing individuals for this role.

Theoretical Framework

One recommendation for addressing the above challenge is through the use of collaborative arrangements between school districts, institutions of higher education and state departments of education (Southern Regional Education Board, 1986). By definition, collaboration, or inter-organizational

cooperation as Whetten (1981) refers to it, involves an arrangement between two or more organizations through which mutual benefits are derived. Inter-organizational cooperation may take one of three forms: mutual adjustment, alliance, or corporate structure.

A review of the literature suggests that mutual adjustment represents an extreme structure and typifies inter-organizational relationships that occur in competitive environments. The organizations involved have few shared, long-term goals; the goals that so emerge are instead temporary. The level of coordination tends to be informal and specifically focused. Institutional representatives tend to be individuals who establish ad hoc, informal interpersonal relationships. The benefits derived from this type of inter-organizational relationship are narrow and generally involve little cost (Haas and Drabek, 1973; Lehman, 1975; Warren, 1967).

The corporate type of inter-organizational cooperation represents the other extreme. According to Whetten, the corporate type is associated with the creation of formal structures. Activities are coordinated by a central agency that attempts to accomplish specific goals established by the participating organizations. Control is legitimated by

collective decisions and goals are pursued through an agreed-upon plan.

Alliance as a form of inter-organizational cooperation is an intermediate structure (Whetten). The alliance form represents an increase in the level of intensity of cooperation over the mutual adjustment type of relationship. Efforts in an alliance relationship are directed toward coordinating autonomous organizations without the use of a formal hierarchy. Alliances do not establish central administrative units, are specifically focused, do not impinge upon the members' ability to act independently, and are ad hoc with respect to rules and procedures (Aiken and Dewar, 1975; Clark, 1965; Mott, 1968; Warren, 1967).

The Minority Administrators Program (MAP) at the University of South Carolina, according to Whetten's classification of inter-organizational cooperation, represents an alliance between the University, the South Carolina Department of Education and various local school districts. The program was developed in 1986 by staff of the Department of Educational Leadership and Policies at USC. Several district superintendents were concerned about the lack of minority candidates available for entry level administrative positions and requested assistance from the department. After considerable discussion, the staff

recommended an internship program which the districts felt was feasible, particularly in light of the existence of the Principal Apprenticeship Program (PAP) at the South Carolina Department of Education. PAP made it possible for those districts that could not afford to sponsor an apprentice on their own to get some assistance. The State Department of Education, through PAP, provides a grant of approximately $15,000 toward the salary of each apprentice participating in the program. The Legislature appropriates funds annually for 50 apprentices.

Although there is no formal hierarchy in the alliance, each party has specific duties and responsibilities. The responsibilities include the following:

1. The local districts design and implement the apprenticeship programs, select the apprentice and the supervising principal, provide full or partial funding for the apprenticeship positions, file the application with the State Department of Education if they intend to participate in PAP, provide on-site supervision of each apprentice including formative and summative evaluations and ensure that all regulations are followed. Local districts are not required to guarantee apprentices administrative positions following the apprenticeship experience.

2. The State Department of Education's duties and responsibilities include the partial funding of the apprenticeships, development of guidelines and regulations for the program (see Appendix A for guidelines), approval of applications, monitoring of apprentices through site visits and examination of log books, and the provision of training for mentors and apprentices.

3. The University of South Carolina's responsibilities include the development, maintenance and refinement of that part of the program that focuses strictly on minority apprentices and minority prospects. USC carries out these duties by identifying capable minority prospects through a rigorous screening process and disseminating information about the individuals, providing additional training and growth experiences, counseling and career information for the minority apprentices, and providing technical assistance to the local districts.

The focus of the MAP alliance relationship is on preparing minorities for the principalship for several reasons. First, the second wave of "excellence in education" reform is taking aim at the nature and quality of school administration. In a 1986 reform report titled: Time for

Results, the National Governors Association (NGA) decided to highlight school leadership as the "key ingredient" in educational reform. In addition, the National Commission on Excellence in Educational Administration in the 1987 publication, Leaders for America's Schools; the National Policy Board of the University Council for Educational Administration in a recently released report titled: Improving the Preparation of School Administrators; and the recommendations which emanated from the President's Education Summit held in September all have helped focus attention even more on the pressing need to examine the status of school leadership in American public schools. The underlying philosophy in each case seemed to be that "effective schools have effective leaders."

Secondly, the trend in South Carolina is exactly the same as that of the nation in terms of seeing the necessity of effective school leadership for reforming education. The Education Improvement Act of 1984 (EIA) called for the improvement of school leadership and required the development of the Principal Apprenticeship Program and statewide Principal Evaluation, Principal Incentive, and School Incentive Programs. The EIA also called for all first time principals to be assessed in the South Carolina Assessment Center before being officially appointed to positions as principals and for all superintendents and principals to

attend at least one approved seminar on improving management skills or instructional leadership skills. In addition, the recently enacted Target 2000 - School Reform for the Next Decade Act calls for the inclusion of higher order thinking skills in administrative training curriculum.

Finally, the alliance focused on the preparation of minorities for administrative positions because of the difficulty many districts in the state were having attracting qualified, capable blacks to fill entry level administrative positions. District superintendents have substantiated what research has been telling the educational community about the rapidly declining pool of available minority teachers and administrators at the same time that minority student populations are increasing. Many of the superintendents face having schools with large minority student enrollments staffed entirely by non-minority personell unless something can be done to reverse the trend.

The Program

The Minority Administrators Program is conducted in three phases. Phase one entails the solicitation of applications from interested teachers. A flyer describing the program and announcing the application period is mailed to each school in the state. Principals are asked to share

the information with every black teacher in the building. Those interested are encouraged to write or call for an application.

Phase two of the program involves collecting and evaluating applications. The individuals who are qualified, which includes being within one year of state certification as a principal, are invited for an interview. Teams of educators composed of principals, personnel directors, state department of education representatives, and USC instructors conduct the interviews. Also during this phase, each qualified applicant is asked to provide a writing sample which is evaluated holistically. The names of those individuals who successfully complete the interview, based on the recommendations of the interview teams and the results of the writing exam, are disseminated to every school district in the state. This group comprises the candidate pool. Superintendents and personnel directors are encouraged to consider these individuals when filling slots for principal apprentices or entry level positions.

MAP works in conjunction with the state's Principal Apprenticeship Program. Each black apprentice, whether he/she applied to MAP or not, is invited to participate in phase three of the program. This phase involves monthly meetings where the apprentices discuss problems and concerns

peculiar to black administrators and participate in professional development activities designed to increase their skills in leadership, conflict management, communication and interviewing. This phase lasts for the entire school year while the apprentices work in the schools alongside mentor principals and includes the involvement of district and State Department of Education personnel.

Impact of the Program

Since its development, over 359 black educators have expressed interest in the program. More than 137 of these individuals have participated in phase 2 of the program. To date, thirty-six black educators have served as interns in sixteen school districts. Currently, thirty-three of the previous interns are serving as principals, assistant principals, or curriculum coordinators (see Appendix B for summary data). MAP has also been instrumental in ten individuals from the candidate pool being hired as assistant principals.

The impact of the program on the participants also has been significant. In the three years of its existence, all of the participants have indicated that the program has been a worthwhile experience. One participant commented, "...I think it's an excellent opportunity to have an inside view of administration." (Upchurch, 1987). Another commented,

"... I've accomplished a great deal; so it's been worth it." (Wood, 1987, p. 38). One other participant, who was a first year assistant principal, wrote, "The MAP has provided me with a professional growth opportunity that has resulted in increased job satisfaction and productivity. In fact, I attribute my renewed resolve to meet the challenges of administration with enthusiasm, commitment and a vision focused on excellence to the high standard of quality that was adhered to in the program's sessions." (Middleton, 1989).

Future Directions

The Minority Administrators Program continues to "evolve." There now exists an applicant pool of approximately 300 black educators who could benefit from more direct counseling as they work toward principal certification. This represents a tremendous potential resource for the state. A component to address the needs of this group should be developed.

There also exists a need for professional development activities for new assistant principals, particularly those who did not go through MAP. This group could benefit from the counseling and support that comes with being part of a network of individuals in similar positions.

Other possibilities for MAP include implementation

regionally, nationally, or internationally. According to research, MAP is the only program in the Southeastern region that focuses exclusively on identifying and preparing minorities for entry level administrative positions in public schools (Tonnsen and Pigford, 1989). Other states and/or countries could benefit from the work that this state has done in removing impediments to the participation of minorities in public school administration and providing the necessary skill development opportunities.

Finally, efforts should be made to assess the actual impact of the Minority Administrators Program. While information about placement and the perceived effectiveness of the program from its participants are available, data regarding possible effects on student achievement, teacher satisfaction, and/or program development should be collected. Also, the collection of comparison data for both immediate effects and long term effects would be beneficial.

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Appendix A: Principal Apprenticeship Program

Guidelines and Regulations

SOUTH CAROLINA DEPARTMENT OF EDUCATION

ADMINISTRATORS' LEADERSHIP ACADEMY

PRINCIPAL APPRENTICESHIP PROGRAM

PROGRAM OBJECTIVES & GOALS

To assist public school districts in selecting and training outstanding future building level administrators.

To allow aspiring school principals with identified potential the opportunity to develop needed competencies.

To provide the opportunity for participants to experience the realities of school administration in a field setting under the guidance of an experienced mentor.

PROGRAM DESCRIPTION

The Principal Apprenticeship Program is designed to assist school districts in the selection and training of future school principals. This annual, competitive grant program offers opportunities for districts to identify and recommend talented prospective principals to compete for fifty administrative apprenticeships. Districts selected to participate receive an allocation per apprentice to assist in providing salaries for the apprentices.

The apprenticeships offer a full-time program of supervised learning experiences in a field-based setting. These aspiring principals are given the opportunity to experience the realities of school administration under the guidance of a practicing administrator.

Each apprentice is assigned a building-level mentor who is his primary supervisor and trainer. The district superintendent designates a district supervisor to work with the mentor in selecting specific program experiences for the apprentice. The tasks of the apprentice are identified and structured to be flexible enough to meet the varied personal and professional needs of the apprentice.

The State Department of Education specifies a minimum prescribed program for the specific areas of curriculum and instruction, staff personnel, pupil personnel, school/community relations, school plant, budget, finance and school law. The program design and content also includes generalized management skill development, such as judgment, organizational ability, decisiveness, leadership, oral and written communication skills and the area of personal development.

Apprentices participate in administrative workshops and seminars which complement their on-the-job experiences.

GUIDELINES FOR THE IMPLEMENTATION OF THE SOUTH CAROLINA PRINCIPAL APPRENTICESHIP PROGRAM

Introduction

The State Board of Education recognizes that a school district makes one of its most important personnel decisions when it appoints a principal. The Board also recognizes the value of apprenticeships that allow aspiring school principals with identified potential the opportunity to develop needed competencies under the guidance of an experienced mentor. Therefore, the following guidelines have been developed to facilitate the implementation of the South Carolina Principal Apprenticeship Program.

General

1. The purpose of the South Carolina Principal Apprenticeship Program will be to assist public school districts in selecting and training outstanding future school principals.

2. A principal apprenticeship is defined as a full-time program of supervised practical learning experiences under a skilled school-building administrator(s).

3. Organizational control of the Principal Apprenticeship Program will be balanced between the State Department of Education and each participating school district. This balance will respect both the principle of local control by districts and the accountability mandates of the Education Improvement Act of 1984.

4. Final decisions concerning the allocation of apprenticeships will be made by the State Department of Education.

5. The State Department of Education staff will adhere to the following policies regarding the allocation of apprenticeships to school districts:

   a. A pro-rata share of apprenticeships will be allocated to the elementary, middle/junior, and high school levels. This requirement will be waived if an insufficient number of quality apprenticeship applications are received for any organizational category.

   b. A pro-rata share of apprenticeships will be allocated to large school districts (10,000+), medium school districts (5,000+), and small school districts. This requirement will be waived if an insufficient number of quality apprenticeship applications are received for any size category.

   c. Beginning with the 1986-87 school year, priority will be given to district applications for high performing assessment center participants.

d. Apprenticeships will be allocated on a competitive basis (i.e., focusing on the quality of the proposed apprenticeship experience).

6. Only one (1) apprenticeship will be assigned to an individual school training site. This requirement could be waived if an insufficient number of quality apprenticeship applications were received from 50 school districts.

7. **The State apprenticeship will not be used to fund assistant principal positions required by the Defined Minimum Program.**

8. The final funding of an apprenticeship will be contingent upon each school district's adherence to the required guidelines and each apprentice's completion of all prescribed training and experiences. Written memoranda of agreement signed by the district superintendent and the apprentice will be required.

9. Reimbursement for school district apprenticeship expenditures will be made in accordance with established State Department of Education fiscal policies.

10. Each school district is responsible for any apprenticeship expenses beyond the amount set by the State Board of Education.

Eligibility/Selection

1. The final selection of apprenticeship candidates will be made by the district superintendent with the concurrence of the board of trustees.

2. The school district will recruit apprenticeship candidates using administrative procedures that ensure fair employment practices.

3. Participating school districts will develop and disseminate written administrative policies regarding:

   a. Eligibility requirements for apprentices;

   b. Selection requirements for apprentices;

   c. Contractual obligations;

   d. Salary stipulations;

   e. Assignment duration; and

   f. Job descriptions.

4. Eligible apprenticeship candidates may include any school district employee not presently serving as a building principal.

5. Each district superintendent will appoint a screening committee to receive all applications for apprenticeships.

6. All apprenticeship candidates must hold a valid, professional teacher's certificate and have three years of teaching experience with at least one year at the school organizational level (elementary, middle, secondary) of the planned apprenticeship. Candidates also must be enrolled in a graduate program in educational administration or have an approved administrative certification worksheet on file at the State Department of Education.

7. Screening criteria for apprenticeship candidates may include, but not be limited to:

   a. Length of employment;

   b. Performance evaluation data;

   c. Prior academic training and degrees;

   d. Administrative certification held or progress towards administrative certification;

   e. Prior performance in the South Carolina Assessment Center Program; and/or

   f. Demonstrated leadership/management potential.

8. Screening procedures should include, but not be limited to, a written self-analysis by each candidate that details personal characteristics, career achievements, professional goals, educational values, and written communication skills. Also, a structured personal interview should be used to provide insight into the candidate's interpersonal skills, judgment, commitment, personal motivation, creativity, stress tolerance, educational values, and self-esteem.

9. Based upon an analysis of data collected during the written and interview processes, the district screening committee will recommend qualified candidates to the district superintendent.

10. The State apprenticeship will not be less than 190 full days in duration.

11. The school district and the State Department of Education will provide an orientation for all apprentices and supervising mentors.

12. The school district will determine the authority and legal status of each apprentice.

Supervision

1. The district superintendent will designate a district supervisor and a building-level mentor for each apprentice.

2. More than one building-level mentor may be designated.

3. Criteria for the selection of the building-level mentor will include, but not be limited to:

   a. Prior performance;

   b. Ability to serve as a capable model and trainer;

   c. Conferencing skills;

   d. Administrative, interpersonal, and communications skills;

   e. Credibility; and/or

   f. Expressed willingness to supervise an apprentice.

4. The building-level mentor will monitor the apprentice's on-the-job performance, diagnose strengths and weaknesses, provide feedback and revise the assignment as needed.

5. The building-level mentor will report problems to the district-level supervisor.

6. The building-level mentor will evaluate the apprentice.

7. The mentor will participate in State Department of Education sponsored staff development to assist with his/her role.

Program Design and Content

1. The State Department of Education will specify a minimum prescribed apprenticeship program based on research and proven models to include:

   a. Specific content areas and technical skill development such as curriculum and instruction, staff personnel, pupil personnel, school/-community relations, school plant, budget and finance, and school law.

   b. Generalized management skill development such as planning, problem-solving, decision analysis, organizing, controlling, leadership, interpersonal skills, etc.

   c. Personal development such as; stress management, listening skills, speaking skills, assertiveness training, professional growth, etc.

2. Selection of the specific program experiences will be the responsibility of the school district supervisor and the building-level mentor.

3. The local school district will develop a job description and performance objectives for each apprentice that include the State prescribed minimum program as well as specific district topics such as organization, policies, special projects, etc.

4. The apprentice's personal and professional goals will be included in the yearly program.

5. The apprenticeship will cover all major task areas of the principalship.

6. The apprenticeship program experience should be flexible enough to provide for:

   a. Assignment to more than one district, school, or mentor;

   b. "Externships" (out-of-district field experiences);

   c. Inter-district school visitations; and/or

   d. Participation in district workshops and seminars with experienced administrators.

7. Apprentices will be required to participate in State Department of Education training that complements the prescribed minimum program.

Evaluation

1. Each apprentice must agree to undergo an evaluation of all phases of the apprenticeship experience.

2. The school district will utilize formative and summative evaluation instruments to be completed by the building-level mentor.

3. All apprenticeship evaluation reports will be documental (i.e., supported by specific, observable behaviors or experiences).

4. Mentors and apprentices will meet regularly to discuss the degree to which performance objectives are being met and to make program adjustments.

5. Each apprentice will keep a daily log of his/her activities, listing the amount of time spent and the nature of each activity.

6. Each apprentice will prepare a final self-evaluation report of his/her apprenticeship, listing:

   a. The nature of the experiences;

b. The time spent on each activity;

c. The competencies developed during the experience;

d. The problems that occurred; and

e. Recommendations for revision of the program.

7. All apprentice evaluation reports will be submitted to the State Department of Education.

8. The State Department of Education will annually revise the Principal Apprenticeship Program based on the apprentices' final evaluation reports.

PRINCIPAL APPRENTICESHIP PROGRAM

MINIMUM PRESCRIBED PROGRAM

The most important aspect of the Principal Apprenticeship Program is a carefully planned and supervised set of assignments which allows the apprentice to experience a broad range of activities which will prepare him/her for the principalship. In recognition of this need, the South Carolina State Board of Education has mandated that the State Department of Education specify a minimum prescribed program based on research on principal effectiveness and proven apprenticeship models. From a conceptual standpoint this program must include:

1. **Specific content areas and technical skill development** such as curriculum and instruction, staff personnel, pupil personnel, school/community relations, school plant, budget and finance, and school law.

2. **Generalized management skill development** such as planning, problem-solving, decision analysis, organizing, controlling, leadership, interpersonal skills, etc.

3. **Personal development** such as stress management, listening skills, speaking skills, writing skills, assertiveness training, professional growth, etc.

The required experiences underlying the specific content areas are delineated in this document. The State Department of Education expects that the development of generalized management and personal skill areas will occur through (1) the performance of the many specific technical experiences, (2) the close supervision and feedback of the mentor, (3) the many Leadership Academy training programs focusing on these topics, and (4) the apprentice's participation in the South Carolina Assessment Center Program.

MINIMUM REQUIRED EXPERIENCES BY CONTENT OR TECHNICAL AREA

Curriculum and Instruction

1. Assist with the implementation of district instructional policies pertaining to state and federal laws and program regulations (EFA, BSAP, EIA, DMP, PL94-142, etc.)

2. Assist with the preparation of reports and the maintenance of records pertaining to curriculum and instruction.

3. Become familiar with the scope and sequences of each subject area.

4. Review the school's written philosophy and objectives.

5. Work with the development or revision of curriculum guides.

6. Visit classrooms and observe instruction.

7. Review and evaluate teachers' daily lesson plans.

8. Attend grade level or departmental meetings on a regular basis.

9. Aid in planning teaching strategies for special student groups (Chapter I, Compensatory, Remedial, Gifted and Talented, Special Education, etc.).

10. Utilize test data for individual student, class and school improvement.

11. Identify one major instructional problem and develop an action plan to correct it.

12. Demonstrate an understanding of the district and/or school grading, grouping, promotion and retention policies.

13. Assist in the selection of instructional materials.

14. Work with teachers in the proper utilization of instructional materials.

15. Assist teachers in staying abreast of the latest curricular trends and innovations.

16. Assist in preparation of the Annual School Report.

Pupil Personnel

1. Assist with the implementation of local, state, and federal regulations and laws pertaining to the pupil personnel services area (i.e., student attendance, discipline, health, safety, special education programs).

2. Assist with the supervision of the pupil accounting system.

3. Work with teachers, guidance counselors and administrators in developing and implementing disciplinary procedures.

4. Work individually with problem students to assist them in the improvement of behavior and achievement.

5. Attend staffing meetings for the purpose of placing students in special programs.

6. Assist with the extracurricular activities program.

7. Review the effectiveness of the school guidance program.

8. Review the effectiveness of the school media services program.

9. Evaluate the effectiveness of the school health, safety, and first aid programs.

10. Identify one major pupil personnel services problem and develop an action plan to correct it.

11. Assist in the preparation for a major disciplinary hearing (suspension, expulsion, Family Court, etc.)

Staff Personnel

1. Study the job descriptions of all certified and noncertified personnel.

2. Assist with the conduct of all faculty meetings; assume responsibility for planning and conducting at least one meeting.

3. Observe or participate in at least one staff selection interview.

4. Observe or participate in a conference with a teacher needing improvement in specific skill or attitude.

5. Obtain substitute teachers for a designated period of time.

6. Review and become familiar with all district and state required personnel reports.

7. Participate in the state mandated and district evaluation processes.

8. Assist in orientation of new staff members.

9. Assist in the development and implementation of the school level staff development plan.

10. Complete one cycle in PET training or equivalent training.

11. Shadow a principal or PET trainer in an instructional supervisory observation, conferencing and coaching session. Perform a similar session under principal or PET trainer review.

12. Assist in the preparation for and attend a teacher/staff nonrenewal hearing.

School Community Relations

1. Attend school and district sponsored activities as assigned.

2. Serve as an ex-officio member of the School Improvement Council and attend meetings of other school/community support groups.

3. Organize and participate in at least one school/community relations program.

4. Assist in the development of the school newsletter.

5. Prepare one report for the news media.

6. Observe at least one principal/parent and teacher/parent conference.

7. Handle a "Freedom of Information" request.

School Plant

1. Become familiar with the construction of the school plan and assist the custodian with at least one preventative and emergency maintenance review.

2. Aid in the planning of efficient and effective use of instructional and support space.

3. Review federal, state and local laws or regulations pertaining to building safety. Tour the facility during a State Fire Marshal review.

4. Complete a work order to have a maintenance activity performed at the school.

5. Know the procedures for maintenance of grounds and buildings.

6. Assist in the development and/or revision of custodial cleaning schedules.

7. Review the school/district inventory control program.

8. Review policies concerning use of faciilities by nonschool groups.

9. Review the educational specifications of a newly-completed facility. Attend a session in which educational specifications are being developed by a school or district staff.

10. Review the school's and district's energy conservation plans; assist with the revision of the school plan if necessary.

Budget and Finance

1. Study the relationship between the school's and district's budgetary processes.

2. Learn the financial accounting system (deposits, receipts, disbursements, ledgers, etc.). Review monthly reconciliation of internal accounts and the general accounting procedures used.

3. Work with the principal in planning for proper allocation of budgeted funds among various departments.

4. Prepare various requisitions that reflect the multiple contingencies of the new procurement codes.

5. Assist in setting priorities for the purchase of instructional supplies and equipment.

6. Prepare and administer a budget for a particular school programmatic area.

7. Aid in the preparation of the school budget.

8. Know the necessary steps to prepare for an audit.

Administrative Functions

1. Assist in the development of the school's master schedule.

2. Coordinate arrangements for a special school event. (National Education Week, Career Education Week, etc.).

3. Assist in the compilation of required district, state and federal reports.

4. Assist in ordering, disseminating and inventorying textbooks.

5. Monitor the school lunch program's adherence to all local, state and federal regulations.

6. Review the effectiveness of the transportation system (bus routes, arrival and departure times, etc.).

7. Know all emergency preparedness procedures.

8. Undergo training in the Pathways Project, or the district's program for administrative use of micro-computers.

Personal and Professional Development

1. Attend at least one principals' meeting and school board meeting.

2. Demonstrate progress towards the completion of State requirements for principal certification.

3. Using a self-determined program of study, remain abreast of the latest educational trends and issues.

4. Participate in State Department of Education training that complements individual, school and district needs.

5. Utilize inter-school visitation to complement the Prescribed Minimum Apprenticeship Program.

6. Develop a written personal/professional development plan.

PRINCIPAL APPRENTICESHIP PROGRAM
STATE DEPARTMENT OF EDUCATION RESPONSIBILITIES

THE STATE DEPARTMENT OF EDUCATION WILL:

(a) study exemplary models in South Carolina and other states.

(b) assist the State Board of Education in the development of required guidelines.

(c) develop apprenticeship program content, selection criteria, and application procedures.

(d) submit guidelines and application materials to local school districts.

(e) review applications from school districts and allocate apprenticeship grants according to funding criteria.

(f) develop plan and materials for evaluating the effectiveness of the Principal Apprenticeship Program.

(g) designate a staff member to serve as consultant and coordinator of the program.

(h) provide an orientation for all program participants.

(i) provide technical assistance to districts for all phases of the apprenticeship program.

(j) specify a minimum prescribed apprenticeship program.

(k) monitor the progress of the apprenticeship program.

(l) have designated staff member to make onsite visits.

(m) advise districts of State Department of Education training programs which complements the prescribed program.

(n) maintain files for each participating district.

(o) review evaluation reports submitted by the district.

(p) annually revise the Principal Apprenticeship Program based on the apprentice's evaluation reports.

PRINCIPAL APPRENTICE PROGRAM
DISTRICT RESPONSIBILITIES

THE SCHOOL DISTRICT WILL:

(a) share organizational control of the Principal Apprenticeship Program with the State Department of Education to ensure a balance with respect to the principle of local control and the accountability mandate of the Education Improvement Act of 1984.

(b) recruit apprenticeship candidates using administrative procedures that ensure fair employment practices.

(c) will develop and disseminate written administrative policies regarding

1. eligibility requirements for apprentices
2. selection requirements for apprentices
3. contractual obligations
4. salary stipulations
5. assignment duration, and
6. job descriptions.

(d) appoint a screening committee to receive all applications for apprenticeships.

(e) ensure the apprentice candidates meets state eligibility requirements.

(f) develop screening criteria for apprenticeship candidates.

(g) make the final selection with the concurrence of the board of trustees.

(h) be responsible for any apprenticeship expenses beyond the State's appropriations.

(i) determine the authority and legal status of each apprentice.

(j) designate, using State criteria, a district supervisor and a building-level mentor for each apprentice.

(k) develop a job description and/or job performance objectives for each apprentice.

(l) utilize formative and summative evaluation instruments and submit final evaluation reports to the State Department of Education.

PRINCIPAL APPRENTICE PROGRAM

DISTRICT SUPERVISOR RESPONSIBILITIES

THE DISTRICT SUPERVISOR WILL:

(a) prepare the district application and assure coordination of the district apprenticeship program with the state objectives and guidelines.

(b) develop a job description and performance objective for each apprentice that includes the State prescribed minimum program as well as specific district topics.

(c) aid the mentor in the selection of the apprentice's specific program experiences and in the provision of appropriate staff development experiences for the apprentice.

(d) meet with the mentor and apprentice on a regular basis to review the apprentice's daily log and revise, if necessary, program experiences and procedures.

(e) aid in the development of evaluative instruments and procedures (formative and summative) to be completed by the mentor and apprentice.

(f) submit the apprentice's evaluation reports to the State Department.

PRINCIPAL APPRENTICE PROGRAM

MENTOR RESPONSIBILITIES

THE MENTOR WILL:

(a) be the primary supervisor and trainer of the apprentice.

(b) consider the apprentice as a member of the school's administrative team.

(c) involve the apprentice in all aspects of school administration.

(d) allocate duties to the apprentice that are similar to those performed by the principal.

(e) assign the apprentice specific areas of responsibility.

(f) supervise the day to day activities of the apprentice.

(g) monitor the apprentice's on-the-job performance and diagnose strengths and weaknesses.

(h) assure the apprentice's tasks meet the State's minimum program requirements.

(i) meet regularly with the apprentice to discuss the degree to which performance objectives are being met and to make program adjustments.

(j) report problems to the district supervisor.

(k) plan with the apprentice and district office supervisor activities to meet the specific developmental needs of the apprentice.

(l) evaluate informally on a regular basis and formally at mid-year and with a final yearly evaluation.

(m) prepare evaluation reports to be submitted to the State Department.

(n) participate in State Department of Education sponsored staff development activities to assist with his/her role.

PRINCIPAL APPRENTICE PROGRAM

APPRENTICE RESPONSIBILITIES

THE APPRENTICE WILL:

a) maintain a daily log of administrative activities.

b) prepare monthly, a log summary, indicating the areas of participation and the amount of time spent in each area.

c) make available the daily log and the summary log to the mentor and district supervisor to be used as a mechanism for systematic supervision, further planning and for evaluating the progress of the apprentice.

d) meet regularly with the mentor to discuss the degree to which the performance objectives are being met and to make program adjustments.

e) participate in district workshops and seminars with experienced administrators.

f) participate in State Department of Education required training programs.

g) undergo informal and formal evaluation.

h) prepare a final self-evaluation report of his/her apprenticeship listing:

1. the nature of experiences
2. the time spent on each activity
3. the competencies developed during the experiences
4. the problems that occurred, and
5. recommendations for revision of the program.

Appendix B: Minority Administrators Program

Summary of Participation and Placement

MAP: YEAR ONE (1986-87)

of recommended candidates = 17

86-87
6 Participants
5 Districts

11 = females
6 = males

87-88
12 Participants
8 Districts

Females

6 = selected as MAP interns
5 = elementary
1 = high school

Remaining 5 females recommended, 4 certified.
All 4 received assistant principalships upon being recommended for MAP. (2 secondary school; 2 elementary)

Males

6 recommended; 1 selected as MAP intern. Appointed to an assistant principalship upon selection. Is now a principal at the middle school level.

Remaining 5 recommended candidates
3 are assistant principals
2 became interns during 1987-88 and both are now principals.

<u>Summary:</u> Of 17 candidates recommended in 1986-87, 15 now hold administrative positions. All of the males hold administrative positions. Two females do not. One female does not hold administrative certification. One has been unable to secure an administrative position.

MAP: YEAR TWO (1987-88)

\# of recommended candidates = 19

14 females
5 males

MAP candidates = 11 (6 females; 5 males)

Placement:

Females

4 assistant principals (all secondary)
1 curriculum coordinator (elementary)
1 teacher

Males

4 principals (elementary)
1 assistant principal (middle school)

Have not completed study on candidates recommended but not selected as MAP interns.

88-89
18 Participants
11 Districts

MAP: YEAR THREE (198

Number of recommended candidates = 33

26 Females

7 Males

89-90
20 Participants
15 Districts

MAP Interns

13 Females - 4 elementary school

5 middle school

4 high school

5 Males - 1 elementary school

4 high school

Placement

1 female selected as elementary school principal

1 female selected as middle school principal

9 females and 4 males selected as assistant principals

1 male remained as a counselor

1 female remained as an assistant principal

1 female elected to return to the classroom